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ABSTRACT

Designed for preschool deaf/hearing impaired children whose developmental abilities range from 18 months through 5 years, this experiential curriculum uses a total communication approach in which language development is promoted in a natural setting. The guide is offered as a framework for teachers to use in developing their own individualized curricula. Approximately 70 sample activities are provided in each of two subject areas: Fall and Transportation. The nature of an experientially based curriculum, language development, and the development of prereading skills are discussed in an introduction. A curriculum flowchart, list of fundamental concepts, conceptual statements, and related vocabulary lists accompany each of the two sets of activities. A general bibliography of three pages is appended. The curriculum was developed at the Nevil Children's Center for Sensory Deficits at St. Christopher's Hospital for Children in Philadelphia. (JW)

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# DEVELOPMENT OF EARLY EDUCATION SKILLS FOR PRESCHOOL DEAF/ HEARING-IMPAIRED CHILDREN, AGES TWO TO FIVE YEARS THROUGH A CONCEPTUALLY-BASED, EXPERIENTIAL CURRICULUM USING TOTAL COMMUNICATION

PRACTICUM II SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

MARY J. MOSTERTZ

NOVA UNIVERSITY
CLUSTER VII

AUGUST, 1983

EC173099

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NURSERY SCHOOL FOR HEARING IMPAIRED/DEAF CHILDREN

ST. CHRISTOPHER'S HOSPITAL FOR CHILDREN

Presentation - Delaware Valley AEYC - Arnual Spring Conference

May 12, 1984

Title - Development of Early Education Skills for Preschool Deaf Children, Ages Three to Five Years, Through a Conceptually Based Experiential Curriculum, Using Total Communication.

Presenter - Mary J. Mostertz, Ed.D., Director, Nevil Children's Center for Sensory Deficits

Format - Introduction and overview of the preschool nursery curriculum for deaf/hearing impaired children.
Presentation of video-tape.
Discussion of salient points of video-tape
Questions and answers
Summary

Rationale - The purpose of an experiential curriculum using Total Communication is to ameliorate the devasting effects deafness often has on language and communication skills, cognitive development and emotional growth. Deaf children cannot gain verbal information peripherally (overhearing adult conversation, listening to TV, etc.) as can hearing children. Concrete experiences are important and vital to learn concepts and basic skills to help the child build on them developmentally. We have found that learning experientially enables the deaf child as well as the hearing child to grow in all areas of development and therefore the deaf child isn't as isolated and handicapped as previously thought.

Specific Content - Presentation of video-tape (3/4") which demonstrates the implementation of the experiential curriculum with children from one to six years.

Paper presented at the Conference

of the

Delaware Valley Association

for the

Education of Young Children

(Philadelphia, PA, May 11-12, 1984)

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# EXPERIENTIAL CURRICULUM GUIDE

for

# PRESCHOOL HEARING-IMPAIRED/DEAF CHILDREN

## ACKNOWLEDGEMENTS

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# INTRODUCTION

This curriculum guide is an outgrowth of staff efforts over a period of two years to develop an appropriate program of early educational skills for pre school deaf/hearing-impaired children. At this time, there is no conceptually-based experiential curriculum using Total Communication for children, ages two to five years.

Total Communication, broadly defined, is an attitude as well as a metho It advocates acceptance of the children as they are. Concentration is on the child's whole development, not just speech. Any method that will aid the chil to communicate, to grow in confidence and develop language during the critical early months and years, is advocated and encouraged. Each child is free to learn and develop according to its unique needs and capabilities by using all available means of communication. The children receive input through 1) signs, 2) speech reading, 3) amplification (ranging from Ameslan to Signing Exact English). It is the philosophy of the program that Total Communication is the best approach to meet the needs of every severely hearing-impaired/deaf child at this age level.

The activities and procedures in this guide have been designed for children whose abilities in various areas of development range from eighteen months through five years of age. The major objective of the guide is to provide the teacher with a resource which will assist in developing a curriculum for a specific group of children. Rather than presenting a "packaged" curriculum, which cannot possibly take into account the individual needs of the child, the curriculum contains activities to attain short term objectives and can offer the creative teacher a framework for his or her particular class of children.

## HOW IS THE CURRICULUM TO BE VIEWED?

### FUNDAMENTAL CONCEPTS

The broad global principles which determines the direction of the curriculum are fundamental concepts. These concepts deal with the basic knowledge of our universe, its components and how they relate to each other. These concepts can be exposed to children through the theme or unit at any age, depending upon the level of sophistication of the presentation and the activities used. They are never to be "taught" to the children, but rather to be used as guidelines for the teacher. The guidelines remind us that nothing should be taught or learned in isolation and that all concepts which will be explored relate back to a few fundamental understandings regarding man and nature.

### CONCEPTUAL STATEMENTS

Each theme or unit has specific conceptual statements. These are color-coded on the activity cards to show the relationship to the fundamental concepts.

The conceptual statements are guidelines and the children should not be limited only to the suggested concepts. Concepts should not be taught, but will develop as the children engage in the activities for each theme. Open-ended exploration and self-discovery should be encouraged, which will enable the children to formulate a variety of other concepts. The teacher should also provide and encourage opportunities for each child to represent concepts he or she has discovered. Always include open-ended play with a variety of materials (art, blocks, dress-up clothing, toys, etc.) so each child can represent concepts he or she has discovered through a variety of mediums. By providing opportunities for children to express themselves freely, the concepts can be capitalized upon through language.

ACTIVITIES

All activities within a theme or unit relate to that particular theme or unit. The activities reflect a variety of skill or subject areas appropriate for young children. The activities can be used as suggested or spiraled

up or down, according to the developmental level of each child. The activities are based on out-of-class and in-class experiences. Many of the in-class activities are dependent on the out-of-class experiences.

Flowcharts representing the range of learning experiences which relate to the specific concept are included in each unit. These flowcharts may be changed or modified as the theme or unit progresses to meet the level of understanding and interests of the children. The curriculum offers unlimited possibilities for the development of the teaching art.

## WHY AN EXPERIENTIALLY-BASED CURRICULUM?

This curriculum is an experience-based teaching method for young children who learn best when they can directly manipulate or actively participate in the learning process. This set of active experiences should be basically the same for the deaf child as well as for the hearing child. Active, concrete experiences provide a context and a reason to communicate. Deaf children are given incentives to interact with materials and with people, therefore stimulating their social/emotional, motoric, and cognitive abilities, according to their developmental educational level. Children must be actively involved in assimilating what is being taught into their own experience if they are truly to understand the concepts involved.

Teachers must look carefully at where the learners are developmentally when planning the time or units, since experiential, background attention span, and interests all affect learning and feelings of accomplishment.

Creative teachers plan centralized activities which incorporate more than one content area of a child's framework as is demonstrated in the curri-

culum. The interaction of these areas will then bring added meaningfulness to the total activity.

## WHAT ABOUT LANGUAGE?

Language is an ongoing process that most children very naturally acquire without formal instruction and is most closely associated with cognitive growth. Children, at varying rates, progress through the same stages and sequences of language development until they master the adult structures of their native language, regardless of the language they are exposed to: English, French, American Sign Language, Russian, etc.. All children, after exposure to a particular language, progress from the one-word level or holophrastic stage to the adult stage using complex language structures in much the same way.

In the process of developing the themes or units, the staff has made no effort to prescribe vocabulary and language activities. This has been done intentionally so that the teacher will not use a vocabulary-based language development system in isolation. Language is not to be separated from the experiences in the curriculum, but integrated with them. It is a part of all learning and is dependent on the children's environment and their experiences. The teachers must capitalize on the immediate experiences of the children and act as a

facilitator to language development.

While it is apparent that children learn language in their natural environment, many people have tried to determine what it is in the child's environment that influences the development of language. Most of children's earliest words center around "action." Children talk about and name things that they themselves can manipulate or act upon. As a result, children's repertoire of words contain a great many labels for things the child can play with or manipulate that make interesting noises, or that move in interesting ways. It is apparent therefore, that young children be given the opportunity to directly experience their environment.

In the experiential curriculum, using Total Communication, language development is promoted in a natural setting with emphasis on activities in which the child is directly involved. The teachers provide language for the activities and also capitalize on the language the child is producing. The curriculum emphasizes the need for a "real life" experience as a framework for activities in the classroom. This is complemented by the natural exposure of

direct experiences out of the classroom on which to base concepts and language growth.

## DEVELOPMENT OF PRE-READING SKILLS

Pre-reading skills are developed and strengthened during infancy and early childhood. Early childhood is an important period for providing learning experiences that contribute to the development of these skills. The suggested activities in the two sample themes or units should be used as a frame of reference to help build a solid base for language arts.

According to Rogers and Wolfle, "Both reading and writing involve the use of representational skills to understand or communicate ideas. Reading written words involves the ability to decode conventional signs used by others. Writing involves the use of sign to encode a message intended for a reader. Piaget describes the developmental levels of encoding and decoding signs in his work on symbolism (Ginsburg and Opper 1979). The levels of representation described by Piaget include the index, symbol, and sign levels which are based on real experience.

The foundation of all symbolism is experience with real people, real

objects, and real activities beginning at birth."[1] Before a sight, symbol or sign can evoke the image of a cat, a child must have had some idea of what a cat is. During the sensorimotor period, the child recalls objects by seeing part of the object or thinks of the object through some characteristic, (the sound of the mother's voice is an index to her existence even if she is out of sight). During this same period, the child uses symbols to represent some object. (Drawing a picture of a car, making a clay model, using a block, or using his or her body to imitate and act out a situation.) A sign is a symbol or written word with no resemblance to a real object. The word "cat" evokes a clear image of a cat, but the word neither looks like, sounds like, nor walks like a "cat."

Basic to the ability to form mental images of objects or events is the ability to recognize similarities and differences among things and to put them

---

[1]Cosby S. Rogers and Jane A. Wolfle, "Foundations for Literacy: A Building Blocks Model," Young Children, 36:2, January 1981, 26,27.

in groups or classes according to some common characteristic. This process can be effectively stimulated only if we provide the child with appropriate experiences and with the verbal/non-verbal capability necessary for accurate communication. Such experiences must be made as concrete as possible.

Essential to learning in all areas is the concept of readiness, the concept that young children can be exposed to learning activities if those activities are matched to the level of conceptual development exhibited by the child. The activities over the year, whether for the class as a whole, for individual children, or to extend any given activity, should be sequenced from:

Concrete ----------→ abstract

The basic principle is to start out with an active experience in a variety of ways. For example, in the unit on "transportation," a trip to the airport may be reinforced with some form of two-dimensional representation (depending upon the developmental level of the child) by; Polaroid pictures taken on site, color drawings, black and white drawings (from simple to complex,

which then may lead to words and simple sentences).

Simple ----------> complex

The progression from simple to complex should be made in every area of symbolic representation. Examples might be: children's drawings, block structures, imitative gestures, role playing, clay models, etc..

Here/now ----------> there/then

As children develop they are increasingly able to remember and imagine things that are not present and to imagine things that do not exist. The development of fantasy, dreams, and creative imagination is very much a part of the development of non-verbal representation in childhood. Imagination should be supported by helping children expand their representation to include past, present and future events, but only after they are comfortable with the process of representation and have a thorough grounding in active experiences.

During the developing years from two to five, the teacher should always provide opportunities for the development of pre-reading skills: visual descrimination, visual memory, visual tracking, and sequencing based on concrete experiences. Through the curriculum, both teachers and parents thus arrange experiences that will help children develop higher levels of representation and more complex language structures so that the children may better understand the relationship between experiences and pictures or words representing them.

# CURRICULUM DEVELOPMENT

## NEVIL CHILDREN'S CENTER FOR SENSORY DEFICITS

at

## ST. CHRISTOPHER'S HOSPITAL FOR CHILDREN

## PRESCHOOL NURSERY FOR DEAF CHILDREN

1981 - 1983

## CURRICULUM DEVELOPMENT

### I. STRUCTURE OF NATURE

Nature consists of mutually interdependent components in structured relationships.

### II. PROCESSES IN NATURE

Systems of nature operate and evolve through processes which incorporate:

A. FUNCTIONALITY: Every component in a natural system has a function (e.g. part of a plant, family roles, citizens in society).

B. CAUSATION: The functions of every component in a natural system have a direct or indirect effect upon another component. (e.g. climate affecting activities, people's actions affecting other people.)

C. TRANSFORMATIONS: Within nature changes occur in a number of ways (e.g. changes of properties within substances - chemical, vegetable, mineral; human and animal growth and aging).

D. CHRONOLOGICAL CHANGE: Flow of time in both linear and cyclical manners (e.g. the telling of time, calendar, history and future).

E. CYCLES: Events within nature tend to recur in a cyclical fashion (e.g. seasons, birth/death, daily routines).

SAMPLE THEMES/UNITS

FALL

TRANSPORTATION
(Things That Move)

Fundamental Concepts (color coded) – □ or I, II, III, IV

In Class Activity – △

Out of Class Activity – ○

FALL

## CURRICULUM DEVELOPMENT

## FALL

### FUNDAMENTAL CONCEPTS

I. As the year progresses, the environment changes in a cyclical manner.
II. Changes in the environment affect vegetation.
III. Changes in the environment affect people and animals.
IV. Humans manipulate their environment to satisfy their needs.

### CONCEPTUAL STATEMENTS:

I. As the year progresses, the environment changes in a cyclical manner.

A. Signs of summer: heat, long days, thunder storms begin to diminish.

B. In the Fall the weather changes.
1. The weather becomes cooler.
2. Days become shorter.

II. Changes in the environment affect vegetation.

A. In the Fall, weather changes affect trees and plants.
1. Plants (leaves, flowers, etc.) begin to die with observable changes in color, texture, size and shape.
2. Dying leaves fall from trees.

III. Changes in the environment affect people and animals.

A. During Fall, different animals prepare for winter in various ways:
1. build shelters
2. migrate

3. hibernate
4. collect food
5. changes in physical appearance (camouflage or warmth purposes)

B. People are affected by environmental changes in Fall.
   1. People engage in purposeful activities related directly to Fall.
      a. Changes occur within or around the home (e.g. winterizing home with storm windows, warmer blankets, raking leaves, etc.).
      b. Changes to wearing warmer clothing.
      c. Changes in diet (hot food and hot beverages) and variety of fruits and vegetables due to Harvest.

   2. People engage in social activities related directly to Fall.
      a. School sessions begin.
      b. Fall sports become popular.
      c. Recreational activities include nature walks, hay rides.

IV. Humans manipulate their environment to satisfy their needs.

A. Fall is the time of Harvest.
   1. Crops are gathered as food sources for people and animals.
   2. Crops can be eaten "fresh" or prepared for storage (canned, dried, frozen).

B. People celebrate holidays which were developed as a result of environmental changes in Fall.
   1. Thanksgiving, Succos and Halloween each represent specific traditions, foods, colors, symbols.

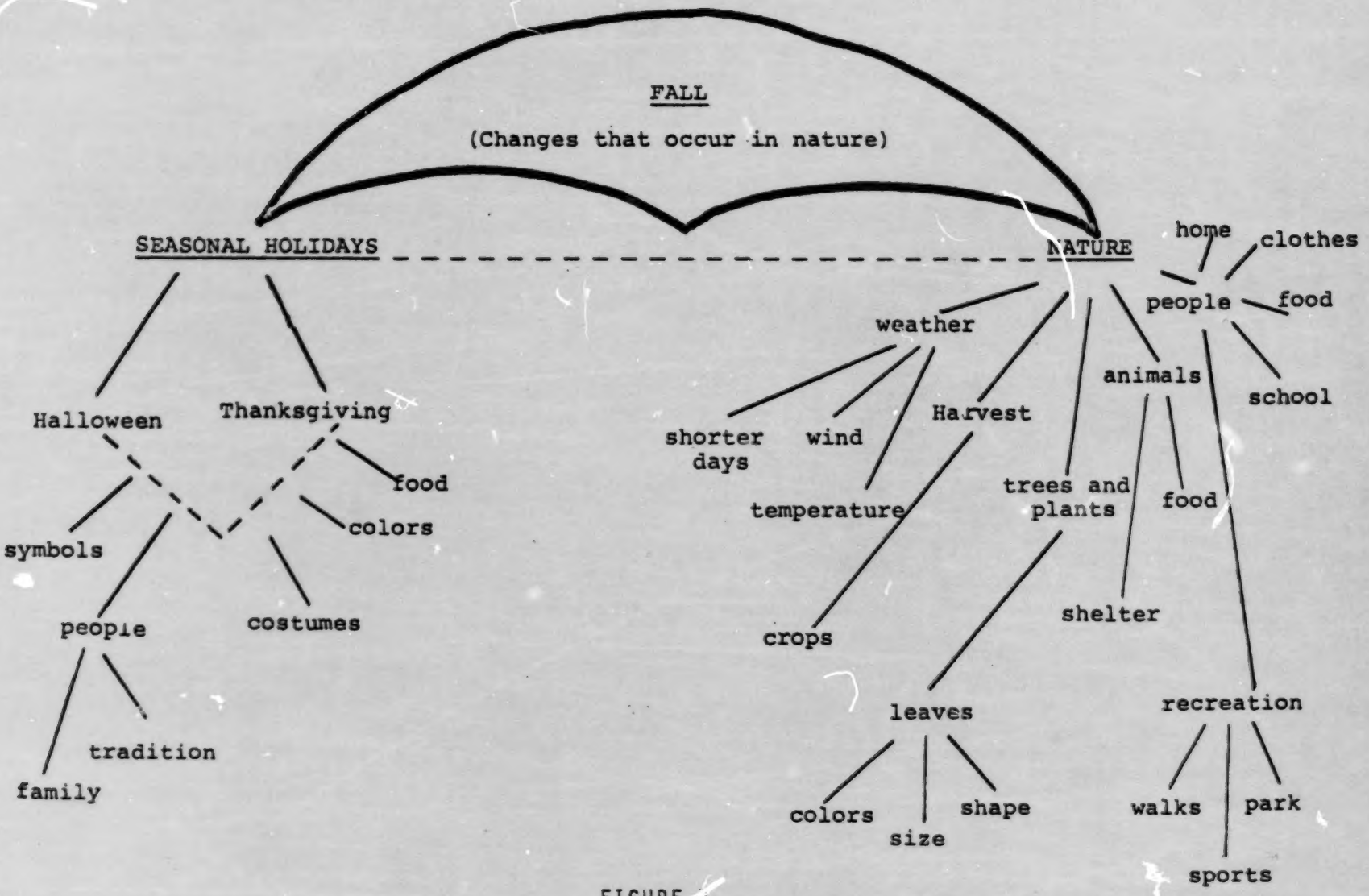



FIGURE 1

FLOWCHART OF THE PLANNED CURRICULUM RELATED TO THE CONCEPT "FALL"

ACTIVITIES

(I) (II) (III)

THEME: FALL

FOCUS: Leaves/Woodsy animals and their habits

ACTIVITY: Bulletin Board

On a bulletin board use construction paper to make the base and branches of a tree. Have the children go out and pick green leaves to attach to the branches of the tree. As Fall approaches have the children substitute different colored leaves (orange, yellow, red, gold, etc.) to demonstrate seasonal change. Also point out that as winter draws near the leaves fall off the branches. To demonstrate change in animal life, put paper squirrels around and on the tree. After role playing squirrels searching for and storing food for winter, have children put nuts on the bulletin board near the squirrels.

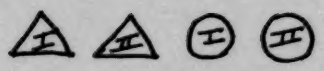
(I) (II)

THEME: FALL

FOCUS: Leaves

ACTIVITY: Nature Walk/Class Prop

Take the children to a woodsy area. Look for an old branch that has fallen from a tree. Take the branch back to the classroom. There it will become a tree that can change with the seasons.



THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: ART)

This activity requires repeated trips to a park or woodsy area. The first trip should be in early Fall. The children observe the leaves, taking notice of their color or colors. Some are brought back to the classroom with pictures that were taken on the trip.

In the classroom the children discuss the leaves and their colors, and begin to make leaves that resemble the ones they saw in the park.

The teacher will cut-out felt material in the shape of a leaf. The children will sew two leaf-shaped pieces together. The color of the felt will match the color of the leaves in the pictures. Then each child will hang their leaf on the classroom tree.

Repeat this activity several times, changing the classroom leaves with the Fall season.

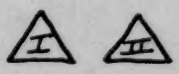
(I) (II)

THEME: FALL

FOCUS: Leaves

ACTIVITY: NATURE WALK

Children walk through a "woodsy" area. They can collect leaves that have already fallen (which are colored or whithered) along with green leaves that are still on the trees. They should also be encouraged to collect other types of vegetation which might be changing due to the effects of the weather change.




THEME: FALL

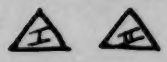
FOCUS: Leaves

ACTIVITY: MEDIA

Viewing the movie "Leaves".

Viewing slides of children collecting leaves.

Looking through books about trees and foliage.



THEME: FALL

FOCUS: Leaves

ACTIVITY: ART

Color pictures of big and little leaves, afterwards hang on large oak-tag tree.

Clay imprints of leaves (w/cookie cutter).

Sponge painting of various colored leaves on tree outline.

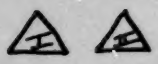
Leaf rubbings (newsprint, leaves, clay).

Leaf prints (using dye) dip leaves into dye then press onto T-shirt or cloth (must wear rubber gloves).

Crumble small piece of crepe paper (orange, red, yellow) and paste onto previously drawn trees.

Real leaf imprinted on clay which can be baked, and then painted.

Draw pictures of what was seen on "Nature Walk".

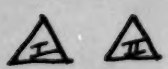


THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: PRE-READING)

"Class Tree" - photographing it through different seasons and how the state of the leaves "change"; then sequencing the pictures.

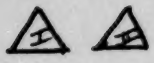


THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: PRE-READING)

Identify leaves (real leaves → color photo picture → drawing).

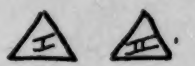


THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: PRE-MATH)

Corresponding the appropriate number of various shaped construction paper leaves to outlines made on 2-D trees.



THEME: FALL

FOCUS: Leaves

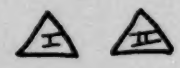
ACTIVITY: (Skill area: MOVEMENT/MUSIC)

Raking leaves.

Jumping in pile of leaves.

Movements of wind blowing off trees.

Movements of leaves falling off trees.

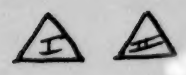


THEME: FALL

FOCUS: Leaves

ACTIVITY: Breath Control (Skill area: SPEECH)

Using real or paper leaves which have been pasted on the tree, have children practice blowing leaves until they fall off the tree. Explain how you need a big breath to blow hard.



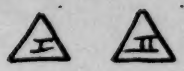

THEME: FALL

FOCUS: Leaves

ACTIVITY: SCIENCE

Pre/post discussion of leaves changing color, falling to the ground, drying and dying, etc.

Under magnifying glass, comparing live leaves to dead leaves (properties: dryness, etc.).

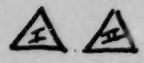



THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Pasting real leaves on small tree limbs (on/off) or various mediums.



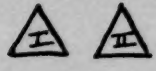
THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: CLASSIFICATION)

Sorting leaves according to shape.

Sorting pictures of trees - green leaves vs those which have "changed" color.



THEME: FALL

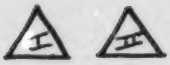
FOCUS: Leaves

ACTIVITY: (Skill area: CLASSIFICATION)

Sorting leaves according to color (discuss change).

Sorting according to item (leaves vs blocks, vs cars, etc.).

Selecting leaves from other objects (same/not same - different).

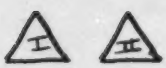


THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: SERIATION)

Ordering 3 leaves according to size.

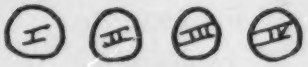


THEME: FALL

FOCUS: Leaves

ACTIVITY: (Skill area: SERIATION)

Selection of leaves on basis of size (big/little).

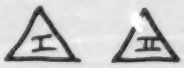



THEME: FALL

FOCUS: Halloween

ACTIVITY: BUYING PUMPKIN

Children visit farm where pumpkins are grown. If possible, the children pick their own pumpkins, pay for them, and bring them to school to make jack-o-lanterns.




THEME: FALL

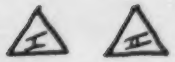
FOCUS: Halloween

ACTIVITY: SCIENCE

Children participate in carving a pumpkin and examining the seeds. (Can also plant the seeds; bake the seeds; and eat them).

Children compare weight of pumpkin to an apple.

Children participate in making Halloween cookies with cut-outs.

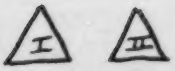


THEME: FALL

FOCUS: Halloween

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Children manipulate pieces of pumpkin (eye, nose, mouth) by punching them "out" and putting them "in".

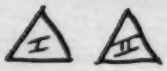


THEME: FALL

FOCUS: Halloween

ACTIVITY: (Skill area: PRE-MATH)

Children match shapes (circle, square, triangle) with actual pumpkin pieces.

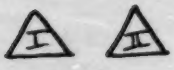



THEME: FALL

FOCUS: Halloween

ACTIVITY: (Skill area: PRE-READING)

Children correspond various size triangles to the holes cut in jack-o-lantern.



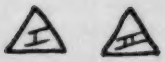

THEME: FALL

FOCUS Halloween

ACTIVITY: (Skill area: PRE-READING)

Children attend to stories about people and their activity during Fall.

Children match photographs taken at Halloween party to teacher drawings.

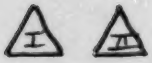


THEME: FALL

FOCUS: Halloween

ACTIVITY: MEDIA

Children identify pictures of witch, bat, skeleton, ghost, spider, pumpkin, Jack-O-Lantern, etc.



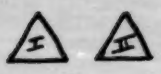
THEME: FALL

FOCUS: Halloween

ACTIVITY: MEDIA

Children view slides of former Halloweens of children in costumes.

Children view Halloween Picture Books.

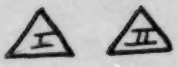



THEME: FALL

FOCUS: Halloween

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Children role play putting on costume and trick or treating, focusing in on such concepts as "pretend", "not real", "play", "familiar person under mask", etc..



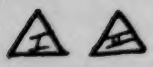

THEME: FALL

FOCUS: Halloween

ACTIVITY: (Skill area: MOVEMENT/MUSIC)

Children pretend to be various characters (ghost, witch, etc.).

Children play "Duck, Duck, Goose" with Ghost.

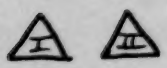


THEME: FALL

FOCUS: Halloween

ACTIVITY: Skill area: MUSIC/SPEECH

Teach children the song "Five Little Pumpkins" and encourage vocalizations and/or approximations of words or sound effects.



THEME: FALL

FOCUS: Halloween

ACTIVITY: ART

Children make Halloween Coloring Book after coloring different Halloween pictures.*

Children make Halloween clay cut-outs (with cookie cutters).*

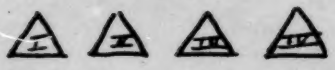
* Pictures and/or cutters of traditional Halloween characters (witch, bat, skeleton, black cat, spider, ghost, etc.).

THEME: FALL

FOCUS: Thanksgiving (Sounds Indians make).

ACTIVITY: (Skill area: SPEECH)
SYMBOLIC PLAY

Children will pretend to be Indians and dance around in a circle. As they dance the children will make whooping sounds or pat their hands over their mouths to make Indian sounds.



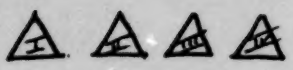
THEME: FALL

FOCUS: Thanksgiving

ACTIVITY: ART

Children make turkey out of plate and paste on paper feathers.

Children make turkey using an apple with slits for feathers and toothpicks for legs.



THEME: FALL

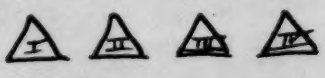
FOCUS: Thanksgiving

ACTIVITY: "THANKSGIVING FEAST"

Traditional Thanksgiving foods are presented and discussed with the children by using color pictures from magazines. It is then decided by the children what they will need in order to make a Thanksgiving Dinner.

The children develop their shopping list by using the magazine pictures. A trip is then made to the supermarket where the children can pick out and purchase the appropriate foods.

The children prepare the dinner and share with others.



THEME: FALL

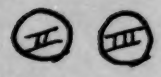
FOCUS: Thanksgiving

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Through discussions, picture books, photographs and drawing the children can explore the concept of the first Thanksgiving.

Indian habits (clothing, shelter, weaponry, food, gathering, etc.) can be re-created by the children, as well as the characteristics of Pilgrims.

Some children can dress as Indians while others are Pilgrims at the "Thanksgiving Feast".

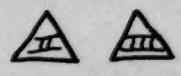


THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: NATURE WALK

Children walk through the woods and observe animals in their natural habitat (squirrels in trees, etc.) and their preparation and collecting nuts, finding or building shelters, etc.).

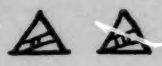


THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Demonstrate animals "in" trees, "under" ground, and "on" trees; nuts "in" shells; nuts "in" trees, using pictures, actual objects, and toys.



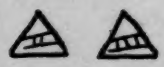
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: PRE-READING)

Children will sequence pictures of animals: 1) animals → 2) looking for food → 3) storing or eating (after role playing).

Children will identify color photos of animals → black and white photos → parts of animals.



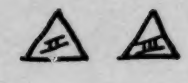
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: PRE-READING)

Children will identify animals beginning with stuffed animals → drawings).

Children will identify nuts (real → pictures).

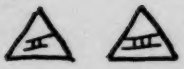


THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: PRE-MATH)

Children will give one nut to each squirrel (showing a one to one correspondence).

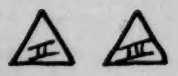


THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: PRE-MATH)

Children will act out feeding animals using teacher drawn pictures of animals and giving a corresponding number of nuts to each.



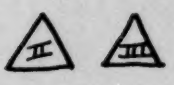
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: SCIENCE

Children will examine the properties of nuts - "hard" shell (needing nutcracker); shell vs. nut and which is edible; weighing nuts (large vs. small).

Children will make peanut butter.



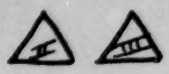
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: SCIENCE

Children will crack nuts and eat them.

Children will roast nuts and pretzels.



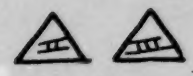
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Children will paste a squirrel on a tree.

Children will manipulate a squirrel running up and down a tree.



THEME: FALL

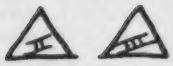
FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: SERIATION)

Children will select toy animals on the basis of size (big/little).

Children will sort nuts according to size (big/little).

Children will select nuts according to size (big/little).



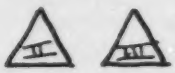
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: CLASSIFICATION)

Children will sort pictures of animals into groups: animals that change color (rabbit), hibernate (bear), store food (squirrel) - after role playing.

Children will match the footprints of animals to pictures of animals.



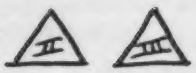
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: CLASSIFICATION)

Children will select animals from other items; (squirrel vs. car, vs. other animals), same/different.

Children will select nuts from other items (same/different).



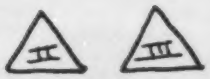
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: CLASSIFICATION)

Children place pictures of animals into a "woodsy" scene, choosing appropriate animals from inappropriate (e.g. squirrel vs elephant).

Children will sort similar types of mixed nuts.



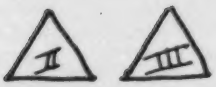
THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify picture that relate to each other vs other groups of related pictures.

Example: Squirrel with tree, nut, leaf, etc. vs car with wheel, gas station, key, etc..



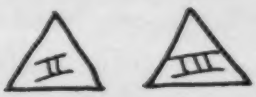

THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: MEDIA

Children will be presented books about various animals and their habits.

Children will be shown the movie - "Animals Prepare for Fall".

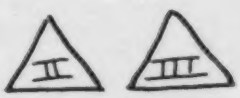



THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: MEDIA

Children will be presented a squirrel story (teacher made with photographs or drawings).

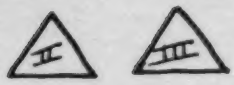



THEME: FALL

FOCUS: "Woodsy" animals

ACTIVITY: Vocalizations (Skill area: SPEECH)

Using a squirrel, rabbit, or bear puppets have children vocalize to open the mouth of the puppet.



THEME: FALL

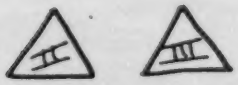
FOCUS: "Woodsy" animals and their habits

ACTIVITY: ART

Children will color pictures of animals and nuts.

Children will make clay imprints of animals (using a cookie cutter).

Children will fingerpaint (the outline of a nut).



THEME: FALL

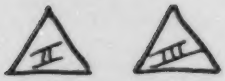
FOCUS: "Woodsy" animals and their habits

ACTIVITY: ART

Children will construct shelters of different animals (as a group project).

Children will color pictures as a vocabulary reinforcer.

Children will make hand and foot prints → animal prints



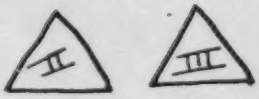

THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Children will role play animals searching for food and storing it in their shelter.

Children will role play various animals and their winter adaptations (bear hibernates, birds migrate, rabbit changes color).



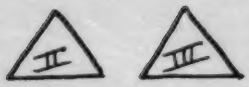

THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Children will role play a squirrel searching for nuts, storing nuts, and eating nuts.

Children will role play a raccoon eating apples.

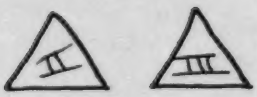



THEME: FALL

FOCUS: "Woodsy" animals and their habits

ACTIVITY: (Skill area: MOVEMENT/MUSIC)

Children will make the movements of various animals and how they differ → "levels".




THEME: FALL

FOCUS: "Woodsy" animals and their habits.

ACTIVITY: (Skill area: MOVEMENT/SPEECH)- Auditory Training

Children will play a game with drum or music for on/off awareness. The children will dress up as squirrels and run home when sound stops.

Children will role play animal movements (on floor, up tree, down tree, using wooden frame or ladder).

II IV

THEME: FALL

FOCUS: Apple Picking

ACTIVITY: APPLE PICKING

Children visit an apple orchard and pick apples off the trees. They purchase the apples that they picked and bring them back to school.

II IV

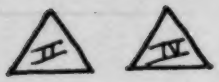
THEME: FALL

FOCUS: Apple Picking

ACTIVITY: Skill area: PRE-READING)

Children match photographs of trip to sentences with key drawings above target words.

Children sequence pictures of: apple growing on tree → child picking apple → child eating apple.

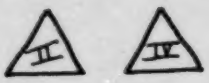



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: PRE-READING)

Children match photographs from "field trip" to teacher drawings.

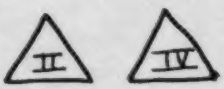



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: MEDIA

Children view slides taken during apple-picking trip.



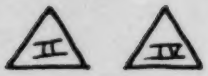

THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Children pick real apples off large picture of tree which is hanging on the wall (on/off).

Children paste paper apples on large wall tree (on/off).

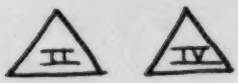



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: PRE-MATH)

Children take turns handing out apples (one apple per child), demonstrating one-to-one correspondence during snack time.

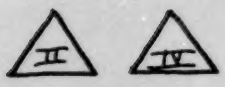



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: PRE-MATH)

With a small group of children and "one" apple: correspond the apple to "one" child then discuss what happens if "two" children want the apple. The apple is then cut in "½", then "¼" and so on until there are enough pieces to correspond to each child in the group.

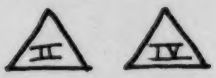


THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: PRE-MATH)

One apple is placed in a bag or basket and a child is asked to lift it. The same child will then lift a similar type container filled with "many" apples. He/she is asked to observe which is "heavier"; "lighter".

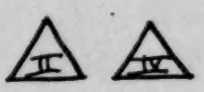


THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: CLASSIFICATION)

Given teacher-drawn bare trees and pictures of different foods, the children choose which food grows on trees (i.e. apple vs hamburger).

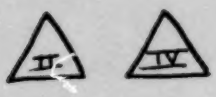


THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: SERIATION)

Children seriate three (3) apples according to size.



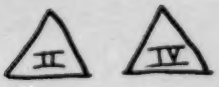
THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: SERIATION)

Children select apples according to size (big/little).

Children sort apples according to size (big/little).

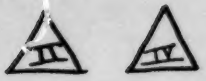


THEME: FALL

FOCUS: Apple Picking

ACTIVITY: (Skill area: CLASSIFICATION)

Children select apples from other items (same/different).




THEME: FALL

FOCUS: Apple Picking

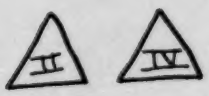
ACTIVITY: SCIENCE

Children make and eat candied apples (emphasis on "in" with stick).

Children make and eat apple sauce and observe differences (before and after) and process of change.

Children make and eat Swiss apple pie.

Children make and eat apple fritter rings.



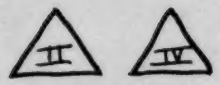

THEME: FALL

FOCUS: Apple Picking

ACTIVITY SCIENCE

Children, while playing with the water table, note that apples float.

Children plant apple seeds to see if apples will "grow".



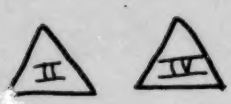

THEME: FALL

FOCUS: Apple Picking

ACTIVITY: MOVEMENT

Children role play reaching and stretching for apples.

Children engage in apple dunking contest.

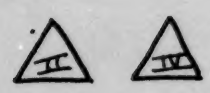



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: SYMBOLIC PLAY

Children will role play "picking apples".

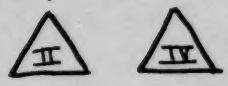



THEME: FALL

FOCUS: Apple Picking

ACTIVITY: ART

Children color pictures of apples.




THEME: FALL

FOCUS: Apple Picking

ACTIVITY ART

Children cut out red paper circles and glue them onto outlined tree.

# VOCABULARY FOR EXPERIENTIAL CURRICULUM USING TOTAL COMMUNICATION

## FALL

### NOUNS

tree
wind
rabbit
animal
nuts
house
peanut butter
apple
pie
pumpkin
circle
body parts
cat
Fall (autumn)
deaf
squirrel,
bear
raccoon
dear
peanut
walnut
nest
shell
seed
stem
applesauce
fritters
jack-o-lantern
triangle
mask
costume
witch
ghost
spiker
skeleton
forest
branch
footprints

### VERBS

blow
jump
look
break
pick
cut
fall
crack
grow
buy
cook
rake
die

### ADJECTIVES

big
brown
yellow
red
green
orange
dry
same/different
hard/soft
half
heavy/light
round
in front of
in back of
little
bare
quarter (fraction)

### PREPOSITIONS

on/off
up/down
on
under
behind

# TRANSPORTATION
# (THINGS THAT MOVE)

## CURRICULUM DEVELOPMENT

## TRANSPORTATION - THINGS THAT MOVE

### FUNDAMENTAL CONCEPTS

I. Humans manipulate their environment to satisfy their needs.
II. Human manipulation of their environment results in multiple effects.
III. Changes in environment affect people and animals.

### CONCEPTUAL STATEMENTS

I. Humans manipulate their environment to satisfy their needs.

A. People have developed means to transport themselves and/or goods.
1. People have developed vehicles suitable to various terrains.
a. Land: trains, cars, trucks, motorcycles, buses, vans, bikes, sleighs.
b. Water: boats (rowboat, sailboat, motorboat), ship (cargo, tankers, warships, etc.).
c. Air: rocket, jet, prop-plane, helicopter, glider, balloon.

2. People utilize natural means to transport themselves and/or goods.
a. People are capable of transporting themselves via walking, running, swimming, etc..
b. Animals such as horses, elephants, camels are used as work and/or transportation modes.

3. All modes of transportation, animate or inanimate require power: self-propelled or through external means.
a. Self-propelled - walking, running.
b. External means -
1) motor driven - cars, planes, trains, etc..
2) human or animal powered - bicycles, wagons, sleighs, etc..

4. People utilize both animate and inanimate vehicles for recreational purposes.
   a. Animate: horseback riding, donkey.
   b. Inanimate: skating, biking, car racing.

II. Human manipulation of their environment results in multiple effects.

A. An indirect effect of transportation includes creations of such systems as:

| | |
|---|---|
| airports | public transportation system |
| train, bus stations | highway systems |
| seaports | bridges |
| gas stations | tunnels |
| garages | expressways |

B. Positive effects of transportation include:
   1. Comfort, ease, efficiency and speed in transporting people and goods.
   2. Tying the world (various cultures and lifestyles) closer together.

C. Negative effects of transportation include:
   1. Accidents (maiming or death) can result from misuse or mishaps involving transportation modes.
   2. The environment has become polluted from our mass transportation systems.
   3. Energy sources have become depleted due to our continued consumption for transportation purposes.

III. Changes in environment affect people and animals.

A. Climate differences determine various forms of transportation modes.

1. Examples: Eskimos use sleds; people in desert climates use camels; astronauts use rockets and space gears, etc..

B. Weather differences determine various forms of transportation changes.
   1. Examples: Snow tires are needed in winter months; ice skating on a frozen lake during winter as opposed to boating in the summer, etc..

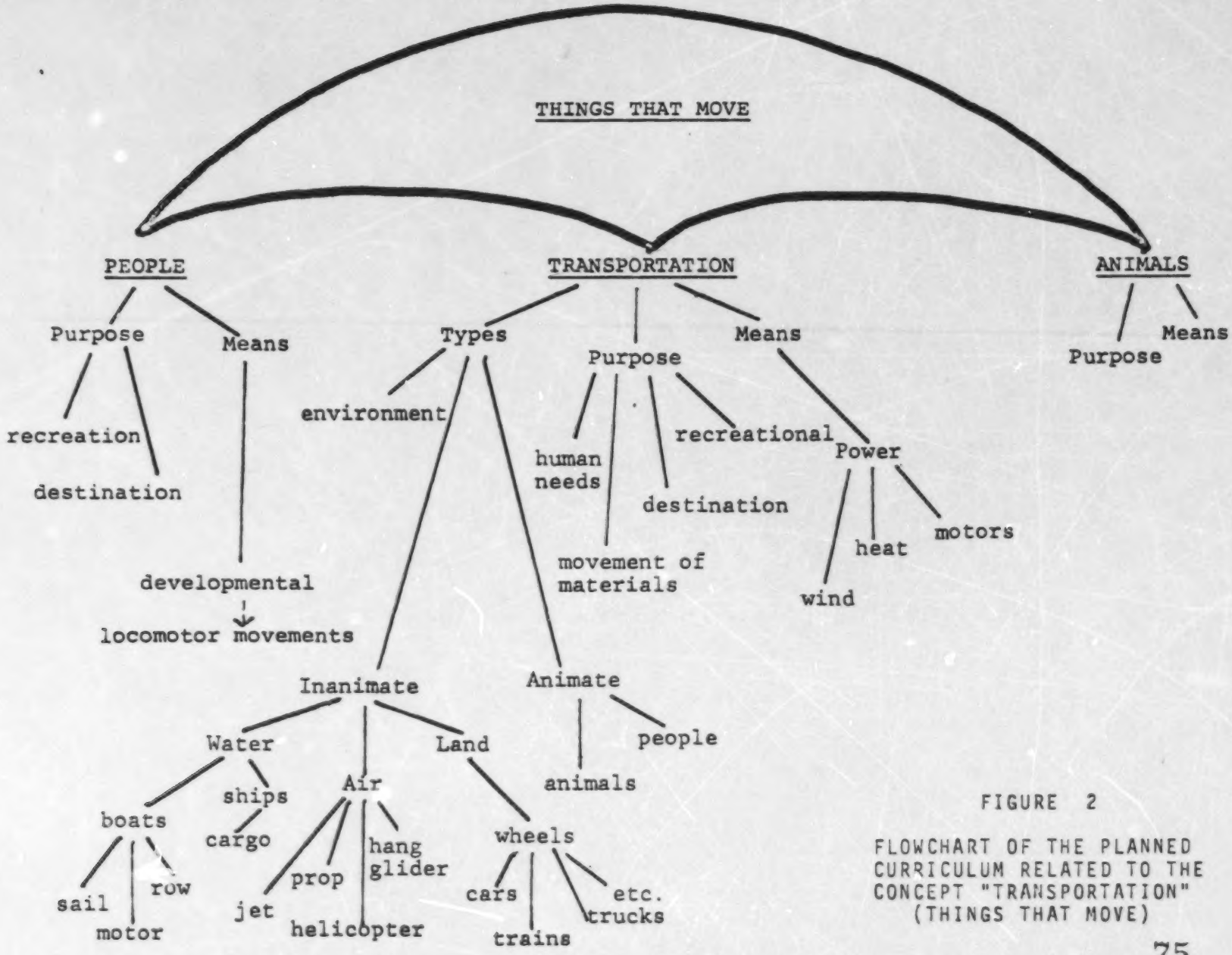
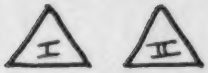



FIGURE 2

FLOWCHART OF THE PLANNED CURRICULUM RELATED TO THE CONCEPT "TRANSPORTATION" (THINGS THAT MOVE)

ACTIVITIES



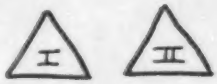

THEME: TRANSPORTATION

FOCUS: All means of transportation

ACTIVITY: Bulletin Board

On a bulletin board, the teacher draws a large mural which includes sky, land, and a body of water. The land section can include buildings to represent a city, roads, bridges over the water, tracks, tunnels, etc..

After each mode of transportation is covered, the children can place paper drawings of each vehicle on the appropriate place of the mural: different types of boats in the water; cars, buses, trucks, etc. on the roads; different types of aircraft (plane, helicopter, etc.) in the sky; trains on tracks.




THEME: TRANSPORTATION

FOCUS: Sounds that vehicles make

ACTIVITY: (Skill area: SPEECH)

Using various vehicles, teacher demonstrates sound that it make: "eeee"-car; "bobobo"-boat; "errrrr"-airplane; "u-u-u-"-train.

Each child imitates the sounds while moving the vehicle.

I II

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: BIKE RIDING

Observe bike and notice the fact that there is no motor and must be peddled. Compare different types of bikes (sizes and number of wheels).

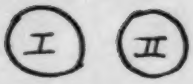
I II

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: ROLLERSKATING

Children go skating and observe structure of skates. Compare different types of skates and observe the fact that all have four wheels.

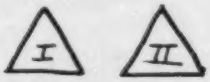



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors.

ACTIVITY: SCIENCE

If it is possible, try to obtain a tricycle or bike with a flat tire. With a hand-held air pump or trip to the gas station, allow the children to see the process of the tire being inflated with air.

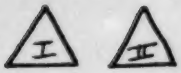



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: FINE MOTOR)

Children look through magazines and catalogs, find pictures of bicycles, skates, skateboards, etc., and cut them out.

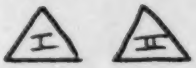



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: FINE MOTOR)

Children color picture of skates and bicycles.



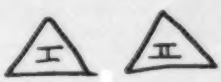

THEME TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: PRE-READING) - MEDIA

Children observe book, filmstrip or movie (all are available) of "Curious George Rides a Bike".

Children then act out story.

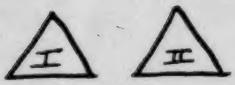



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups pictures of bicycles vs. skates, vs. skate boards.

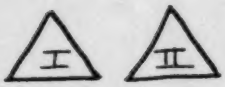



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: CLASSIFICATION/PRE-MATH)

Children classify pictures of bikes according to number of wheels (unicycles vs. two wheeler vs. tricycles).



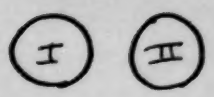

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels without motors

ACTIVITY: (Skill area: SYMBOLIC PLAY)

While playing on tricycles, children pretend to go to the store while riding their bikes to purchase ice cream or other familiar items.

Children can also pretend to repair bikes with plastic toy tools.

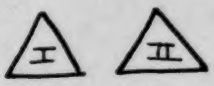



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: BOAT RIDE

Observe different size boats and their uses (passenger vs. cargo). Observe the movement of the water as the boat travels. Observe the interior of the boat, the pilot, safety gear available (life jacket, etc.). Observe other types of boats in the water (sail boats, ships, tug boats, row boats, motor boats, etc.).



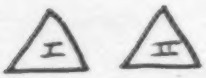

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: PRE-READING)

After children go on the boat ride, the group can view slides of the trip.

If Polaroid pictures can be taken, the children can look at each picture, discuss it and match it to the appropriate teacher-made drawing.

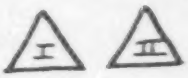



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: SPEECH) Breath Control

Using aluminum boats, children place their boats in the water table. Taking turns show children how to take a deep breath and blow on the sail. Whoever blows their boat the furthest can start the next race.



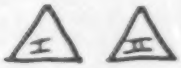

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: MOVEMENT)

Children sit on floor with legs outstretched. They pretend they are rowing a boat. They take turns directing everyone to either row "fast" or "slow".

By bending knees, children can move "forward" across the floor while "rowing" or "backward".

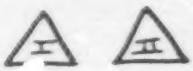



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: SCIENCE)

Using water table, children float toy boats. Bring in other vehicles that do not move in water (car, train, truck, airplane, etc.) and demonstrate that they cannot float.



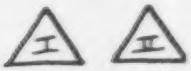

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: SCIENCE

The teacher should try to obtain small aluminum "boats" that are used in restaurants to serve stuffed baked potatoes. Children place small piece of clay in each "boat", insert a popsicle stick upright in the clay, then glue paper triangle onto the stick.

Children place their boat (taking turns) in the water table. They observe what happens when there is no wind present, what happens when they blow on the said and what happens if a small electric fan is pointed toward the boat.

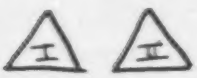



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Fill tub with water. Construct a bridge by covering four cardboard rolls from toilet tissue with foil. Attach one side of a milk carton to the rolls so that two are at each end of the milk carton. Each child pushes boat under the bridge. Build ramps from each side of tub. Move toy cars over bridge.

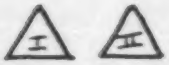



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: SERIATION)

Children catagorize toy boats on the basis of size (big and little).

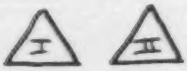



THEME: TRANSPORTATION

FOCUS: Vehicles that move in water

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups boats vs. other forms of transportation (cars, trucks, trains, etc.).




THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: (Skill area: CLASSIFICATION)

Given several types of boat pictures, children classify them into groups of: sail boats or row boats or ships or motor boats. The group of pictures are separated by placing them in separate columns on a chart or in circles on the floor (using different color circles that are used with attribute blocks).

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the water

ACTIVITY: MEDIA

Children attend to movie about different types and uses of boats.

Children attend to story books about boats.

Children view slides and photographs taken during the boat ride experience.

(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: CAR WASH

Children ride through commercial car wash, having compared the differences of "before" and "after".

Children wash car by hand with buckets, soap and water.

(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: VISIT TO GAS STATION

Observe car parts (motor, lights, windows, tires, etc.). Observe gas pumps and people purchasing gas. Observe mechanics fixing cars on hydrolic lift. Observe tow truck and discuss its purpose. Observe air pump and possibly allow children to inflate a ball with the pump.

(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: VISIT TO WAREHOUSE TO OBSERVE TRUCKS

Observe size and structure of trucks. Observe goods being loaded and unloaded. Observe different types of trucks which are used for different purposes.

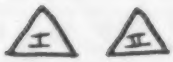
(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: MOTORCYCLE RIDE

Children put helmet on and ride motorcycle with adult. Observe size, structure, likenesses and differences between motorcycle and other motored vehicles (clutch, gas tank, wheels, motor, etc.).

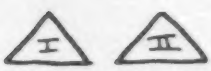



THEME: TRANSPORTATION

FOCUS: Vocal duration

ACTIVITY: (Skill area: SPEECH)

Using the vehicles (cars or trucks) the children take turns moving "fast" and "slow" vehicles. "Fast" vehicles make fast sounds ("e-e-e-e"...) and "slow" vehicles make slow sounds ("eeeee").

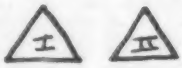



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: PRE-READING)

On construction paper, teacher draws basic outline of vehicles using simple shapes (circle for wheels, rectangle for body, etc.). Children trace and cut out appropriate sized shapes which they paste on to the outlined drawing.




THEME: TRANSPORTATION

FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: PRE-READING)

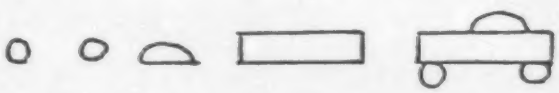
Children sequence photographs taken before, during, and after car went through the car wash.

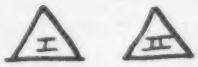
THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: PRE-READING)

On construction paper, teacher draws basic outline of vehicle using simple shapes (circle for wheels, rectangle for body, etc.). Children match and paste on previously cut out shapes to create a picture of car and truck.



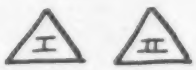



THEME: TRANSPORTATION

FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: PRE-MATH)

Given drawings of motorcycles each child is also given "2" paper tires. They are to correspond tires with circles on drawings where tires are suppose to be and then paste them on.




THEME: TRANSPORTATION

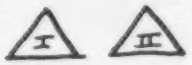
FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: CLASSIFICATION/PRE-MATH)

Given a large group of pictures, children respond to the following questions:

What has a motor and two wheels?
What has a motor and four wheels?
What has a motor and many wheels?

Following each question, they pick the appropriate picture, identify it and continue to group the pictures according to those two attributes.



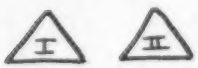

THEME: TRANSPORTATION

FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups toy motorcycles vs. toys, vs. toy trucks.

Children make trucks out of shoe boxes and paste a picture on the side. Afterwards, each child is given the opportunity to load each truck with various items after matching the item to the picture on the side of each truck. Example: Truck with picture of tomato is loaded with tomatoes, etc..




THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Children manipulate toy cars, trucks, and motorcycles by pushing them up and down "ramps", over "bridges", and under "tunnels" made from blocks.

THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: SYMBOLIC PLAY)

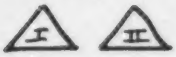
Children make a car with chairs. One child acts as the driver while the others are passengers. Children and teacher discuss destination, stop to get gasoline, get their car washed, etc..

THEME: TRANSPORTATION

FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Children pretend to construct a truck using chairs and old tires. Some of the children pretend to load the truck with specific items such as apples. The truck is then "driven" to the play store where other children unload the truck and set up the apples in the store.

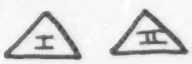


THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: SYMBOLIC PLAY)

On a sheet of very large paper, a road is drawn by the teacher (including bridges, tunnels, traffic lights, etc.). "School" is built at the end of the road (with blocks or Fisher-Price school house). A toy school bus is placed at the beginning of the road and the children each place their own house (made previously from small milk cartons covered with construction paper) along the road. The houses are placed in order along the route that the school bus driver uses to pick up the children daily. Children take turns manipulating the bus to and from school while stopping at each house to pick up or drop off each child. Fisher-Price "weeble" people might be used to represent the children.

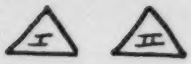


THEME: TRANSPORTATION

FOCUS: Sounds that vehicles make

ACTIVITY: (Skill area: SPEECH)
SYMBOLIC PLAY

As children take turns manipulating the bus, at each stop child pretends to beep the horn making horn noise.

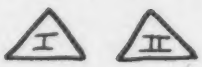



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: SERIATION)

Children catagorize toy trucks, cars, and motorcycles on the basis of size (big and little).

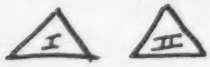



THEME: TRANSPORTATION

FOCUS: Vehicle with wheels and motors

ACTIVITY: (Skill area: SERIATION)

Five drawings of motorcycles that range in size from small to large are presented to the children. Each child takes a turn arranging drawings in proper order according to size.

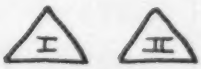



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: FINE MOTOR)

Car dealerships are usually very willing to give out booklets of the new cars, trucks, or vans they are selling. The teacher can collect these, present them to the children and allow them to pick out their "favorite" vehicles. Children then cut out the picture and as a group, paste them on a large mural to make a collage.

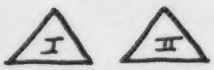



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: (Skill area: FINE MOTOR)

Children color pictures of cars, trucks, and motorcycles.

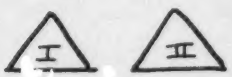



THEME: TRANSPORTATION

FOCUS: Vehicles with wheels and motors

ACTIVITY: SCIENCE:

Using the vehicles, (cars or trucks) the children take turns pushing them on a floor with carpet then on a floor without a carpet. The children focus in on which surface enables the vehicle to move "faster" or "slower" and also which surface enables the vehicle to go further.




THEME: TRANSPORTATION

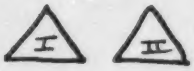
FOCUS: Vehicles with wheels and motors

ACTIVITY: MEDIA

Children attend to age appropriate movies about trucks, cars, motorcycles, vans, and buses.

Children attend to story books about trucks, cars, motorcycles, vans, and buses.

Children view slides from car wash, motorcycle ride, and trip to the warehouse.

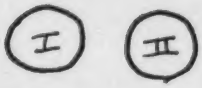



THEME: TRANSPORTATION

FOCUS: Vehicles with Wheels and Motors

ACTIVITY: AUDITORY TRAINING

Using DLM Auditory Familiar Sounds, play tape of car horn, airplane, traffic, etc.. Each child indicates awareness of sound or identifies what environmental sound was heard.

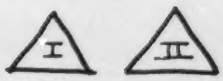



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: TRAIN RIDE

Children purchase ticket for train and take a short ride. Observe the size, shape, and structures of a train. Notice the interior of a train, the different types cars of a train, the conductor, engineer, etc. Notice differences in levels of train (underground, above ground, ground level, etc.).

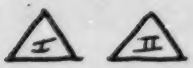



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: MINIATURE TRAIN SET

Either erect a train set in the classroom or if possible visit a toy store that has a miniature train system set up. Focus on the community surrounding the train system (houses, farms, people, etc.) and varying landscapes (hills, rivers, bridges, tunnels, etc.). Discuss different types of goods that might be found in each train car.

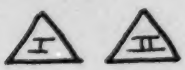



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: (Skill area: FINE MOTOR)

Children color picture of train.




THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: (Skill area: FINE MOTOR)

Each child is given an empty shoe box which he/she can paint whatever color they choose. After the boxes have dried, 2 tubes from toilet paper can be attached (width-wise) under each box (using glue or paper fasteners). Holes are made at front and back of each box and string is run through all of the boxes, attaching them together.

Each child determines what they want to place in their own car and does so by selecting specific toys to place in their train car (e.g. group of toy animals or toy food items or toy people). Each child has a turn pulling the train.

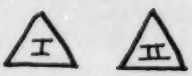
(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: TROLLEY CAR

If assessible, take children for a ride on trolley. Point out that trolleys also run on tracks. Note that trolleys are more similar to buses in that they are used only to transport people within cities. Point out that the wires which connect the trolley to its power source are - electricity.

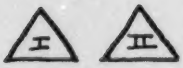



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks.

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups toy trains that move on tracks vs. trucks and cars which require no tracks.

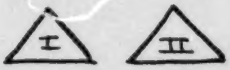



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: (Skill area: PRE-READING)

On construction paper, teacher draws basic outline of train using varying sized rectangles for the cars of the train and circles for the wheels. Children match and paste on previously cut out shapes to create a picture of a train.

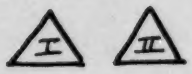



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: (Skill area: SYMBOLIC PLAY/MOVEMENT)

Children pretend they are going on a train ride. Tracks are laid out by using long strips of paper (from cash register rolls). Scooter boards can be used as the train cars by lining them up at the end of the tracks. A "conductor" is chosen who wears a special hat, collects the tickets from the others, helps everyone board the train. The "conductor" sits on the first scooter board and everyone moves along the tracks to their destination by holding onto each other's shoulder




THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

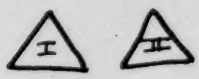
ACTIVITY: MEDIA

Children attend to story book dealing with trains.

Children attend to age-appropriate movie about trains.

Children attend to age-appropriate film-strip about trains.

Children view slides taken of their train ride expience.

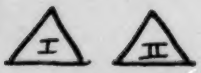



THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks

ACTIVITY: MEDIA

Children attend to books that feature different types of trains, (passenger, freight, steam engine, etc.).



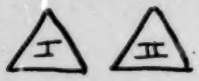

THEME: TRANSPORTATION

FOCUS: Vehicles that move on tracks.

ACTIVITY: (Skill area: MOVEMENT)

To form a "train" children line up, extend their arms to the child's shoulder in front of them and move around the room without letting go of the other person's shoulder.

Using long strips of cash register paper, teacher constructs railroad tracks by placing each strip side by side. Each child follows the tracks by placing left foot on the left strip and right foot on the right strip, progressing along and trying to stay on the track.




THEME: TRANSPORTATION

FOCUS: Vocal duration

ACTIVITY: (Skill area: SPEECH)

Using a wind-up train or car, encourage child to vocalize as the toy moves toward him. Similarly, as long as the child produces voice an electrically operated toy can be employed.

(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: TRIP TO AIRPORT

Observe differences in large jet planes, and smaller propeller planes, observe planes being serviced and luggage going on and off. Observe passengers purchasing tickets, boarding and departing planes. Observe personnel: pilots, stewards, etc.. Observe planes taking off and landing. See if it is possible to go inside a plane to examine the interior.

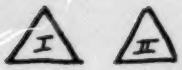
(I) (II)

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: TRIP TO HELIPORT

Observe the structure of helicopters (propeller, size, shape, etc.). Observe helicopter movement (up-down, forward). Observe pilot starting the engines. Observe passengers boarding and departing from helicopter. Observe effects of the wind caused by the turning propellers.

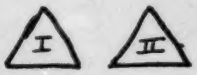



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: FINE MOTOR)

Children color pictures of airplanes, helicopters, and rockets.

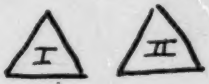



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: MOVEMENT)

Children pretend to be helicopters with outstretched arms, turning in circles, and moving around the room.

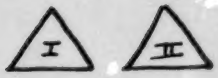



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: SPATIAL RELATIONS)

Children manipulate toy airplanes, helicopters, rockets, by moving them up and down, on and off the floor, table, etc., and over objects in the room.

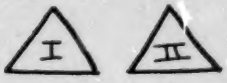



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: PRE-READING)

Children take turns moving paper plane across a chart from left to right pretending to be moving it along a runway). Circles of various colors are lined up along the "runway" and children take turns identifying the colors as the plane progresses from left to right.




THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: PRE-READING)

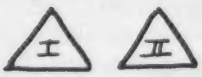
Children match photographs of airplanes, helicopters, and rockets to line drawings of airplanes, helicopters and rockets.

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: MEDIA

Examine pictures of rockets. With a toy rocket, demonstrate how rockets move and discuss where they travel to.




THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

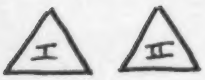
ACTIVITY: MEDIA

Children watch filmstrip about airplanes.

Children attend to books about airplanes, helicopters, and rockets.

Children view slides of trip taken at the airport and heliport.

Children attend to age appropriate movies about airplanes, helicopters, and rockets.

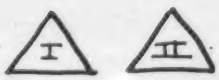



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups toy planes vs toy helicopters.

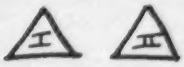



THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: CLASSIFICATION)

Children classify into groups, pictures of jet planes vs prop-planes vs rockets vs helicopters.



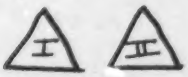

THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: SYMBOLIC PLAY)

Children create a plane by placing chairs on low table. One child can be the "pilot" and another will be a steward (collecting tickets as others board and then pretending to serve food and beverages while in flight).

Depending on level of children and ability to abstract information, a "pretend trip" can take place by picking a specific destination, discussions of where they are going and what they will see and do there.




THEME: TRANSPORTATION

FOCUS: Vehicles that move in the air

ACTIVITY: (Skill area: SERIATION)

Children categorize toy airplanes on the basis of size (big and little).

VOCABULARY FOR EXPERIENTIAL
CURRICULUM USING TOTAL COMMUNICATION

## TRANSPORTATION

| NOUNS | | VERBS | PREPOSITIONS |
|---|---|---|---|
| road | helicopter | blow | on |
| street | jet | row | off |
| highway | rocket | load | up |
| bridge | airport | unload | down |
| tunnel | bike | ride | over |
| ramp | tricycle | drive | under |
| sky | motorcycle . | wash | around |
| land | wheels | crash | below |
| ground | tires | go | above |
| air | headlights | stop | |
| water | door | | |
| sea | windows | | |
| ocean | wipers | | |
| river | mirror | | |
| brook | motor | | |
| waves | wire | | |
| hill | electricity | | |
| city | gas | | |
| boat | helmet | | |
| canoe | ticket | | |
| ship | colors | | |
| sailboat | circle | | |
| tugboat | rectangle | | |
| rowboat | square | | |
| lifejacket | triangle | | |
| car | pump | | |
| bus | wind | | |
| truck | roolerskates | | |
| van | skateborad | | |
| garage | tools | | |
| ambulance | driver | | |
| tractor | pilot | | |
| trolley | conductor | | |
| subway | engineer | | |
| track | | | |
| train | | | |
| airplane | | | |

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